

Rhode Island
Profile of State High School Exit Exam Policies

<i>State exit exam policy</i>	Beginning with the graduating class of 2014, students in Rhode Island will be required to meet a minimum performance standard on a state assessment in order to receive a high school diploma. Students will also be required to complete at least two of the following additional performance-based diploma assessments: graduation portfolios, exhibitions, comprehensive course assessments, or some combination thereof. The Regents have designated <i>Partially Proficient</i> on each of those assessments as the minimum level of student achievement required for graduation.
Type of test	Comprehensive
Purpose	The NECAP is our state assessment used for accountability purposes. NECAP results are intended to evaluate how well students and schools are achieving the learning targets contained in the <i>Grade Level and Grade Span Expectations</i> . NECAP was designed primarily to provide detailed school-level results and accurate summary information about individual students. The NECAP is one of three parts of the graduation requirements which together are designed to measure each student's overall proficiency for graduation in the six core academic areas.
Major changes in exit exam policy since the 2009-10 school year for financial reasons	No
Major changes in exit exam policy since the 2009-10 school year for <i>other</i> reasons	Yes
Year first administered	Not applicable
Year diplomas first withheld	2014

Subjects tested on exam	Reading and math
Subjects required for graduation	Reading and math
Grade exam first administered	11 th grade
Grade(s) exam aligned to	9-10 grade span expectations
Number of retakes allowed <i>before</i> the end of grade 12	<p>Two. In addition, students who do not meet the state assessment requirement through the initial administration or retake may submit evidence that they have met or exceeded the minimum level of required achievement on the state assessment through another external, standardized assessment. Students who do not reach partial proficiency on the 11th grade administration of the state assessment may fulfill the state assessment requirement for graduation on subsequent administrations of the state assessment in one of two ways:</p> <ul style="list-style-type: none"> • meeting that minimum level of required achievement designated by the Board of Regents; or • meeting the standard for Progress Toward Proficiency. <p>Progress Toward Proficiency is defined as meaningful, quantifiable improvement of academic skills in those areas in which a student has academic gaps, as evidenced by state assessments (i.e., content areas in which a student has not met the minimum level of required achievement). The Board of Regents has established that meaningful, quantifiable progress is demonstrated by improvement that is statistically significant between the first and subsequent administrations of the state assessment.</p>
Number of retakes allowed <i>after</i> grade 12	No response

Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?	Yes
Is the same cut score used for graduation and NCLB accountability purposes?	No. The Regents have designated <i>Partially Proficient</i> on each of those assessments as the minimum level of student achievement required for graduation.
Considerations given to changing the cut score needed to pass the exam for graduation purposes in the past year	No
Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities	Yes, see above.
Determination of eligibility to pursue these alternate paths to graduation	See above.
Number and percentage of students who used alternate paths in the 2010-11 school year	Not applicable
Alternate paths to graduation specifically for English language learners	Alternate paths include all eligible students.
Number and percentage of ELL students using alternate paths in 2010-11 school year	Not applicable.

Alternate paths to graduation specifically for students with disabilities	Alternate paths include all eligible students.
Number and percentage of students with disabilities using alternate paths in the 2010-11 school year	Not applicable
Is the exit exam used by postsecondary institutions for undergraduate admission purposes?	No
Is the exit exam used by postsecondary institutions for placement purposes?	No
Are students who meet a certain standard on the state exit exam granted exemptions on college placement exams?	No
Can students receive any form of postsecondary education course credit for their performance on the exit exam?	No
Access to initial and cumulative pass rates on high school exit exams	Not applicable
State participation in the Common Core State Standards (CCSS)	Rhode Island has adopted the CCSS in both English language arts and math.

CCSS testing consortia membership	Rhode Island is a member of PARCC.
Impact of adoption of the CCSS on high school exit exam policies	As the state moves to the PARCC assessment, graduation requirements will be revised based on the schedule and content of the high school assessments.
Plans to replace or realign current exit exam in English language arts with a new assessment aligned to the CCSS	See above.
Plans to replace or realign current exit exam in math with a new assessment aligned to the CCSS	See above.
Plans to maintain current exit exams in subjects other than English language arts and math once the Common Core State Standards are fully implemented	No, the PARCC assessment will replace NECAP.
Will changes in state exit exams mentioned above make the exams more rigorous, less rigorous, or about the same?	We anticipate the assessment to be nearly the same in terms of rigor, but likely more rigorous.
Preparation for students and teachers to transition to new exam	Professional development and other resources are being developed to support the transition to the CCSS and PARCC.